

Mark: /30

Scoring Criteria for Social Studies Essay

Name: _____

/5	Exploration of the Issue	/10	Defence of Position	/10	Quality of Examples	/5	Quality of Language
5	Excellent: The exploration of the issue is insightful and mature. A perceptive discussion of the significance of the issue and its complexity is comprehensively developed. The context established reflects a thorough and internalized understanding of the issue.	10	Excellent: The defence of position is based on one or more well-considered, convincing, and logical argument(s). The argument(s) presented are consistent and forceful, demonstrating maturity, insight, and/or originality. Deliberately and judiciously chosen evidence serves to support the argument(s) developed and the position taken. A strong relationship between the position, argument(s), and evidence is established and maintained throughout.	10	Excellent: The example(s) selected are comprehensive and specific, and reveal a mature and insightful understanding of content and its application to the assigned issue. The example(s) are relevant and accurate, and are chosen deliberately, demonstrating a sophisticated knowledge of social studies content.	5	Excellent: The writing is mature and skillfully structured. The writing is ordered and controlled in such a way as to convincingly reinforce the argument(s). Vocabulary is appropriate and effective. Syntax is controlled and varied. The relative absence of error is impressive under the circumstances, and minor errors do not detract from the clarity or effectiveness of communication.
4	Proficient: The exploration of the issue is clear and adept. A competent discussion of the significance of the issue and its complexity is capably developed. The context established reflects a sound understanding of the issue.	8	Proficient: The defence of position is based on one or more sound arguments. The argument(s) presented are logical and competently developed. The evidence chosen is appropriate and serves to support the argument(s) given and the position taken. A clear relationship is established between the position, argument(s), and evidence.	8	Proficient: The example(s) selected are purposeful and usually specific, and reveal a competent understanding of content and its application to the assigned issue. The example(s) are relevant and accurate, indicating a solid grasp of social studies content.	4	Proficient: The writing is clear and fluent. The writing is ordered in such a way that the argument(s) are clearly discernible. Vocabulary is appropriate and specific. Syntax is controlled. Minor errors do not reduce the clarity of communication.
3	Satisfactory: The exploration of the issue is straightforward and conventional. An adequate but often generalized discussion of the significance of the issue and its complexity is developed. The context established reflects a generally clear understanding of the issue.	6	Satisfactory: The defence of position is based on one or more adequate arguments. Although the argument(s) are generally sound, they may be lacking in persuasiveness and consistency. The evidence chosen adequately supports the argument(s) given and the position taken. The relationship between the position, argument(s), and evidence is generally established.	6	Satisfactory: The example(s) selected reveal an adequate understanding of content and its application to the assigned issue. The example(s) are relevant but may contain some minor conceptual errors, or there may be a mixture of relevant and extraneous information. Understanding of social studies content is generalized rather than specific.	3	Satisfactory: The writing is clear. The writing is ordered in such a way that the argument(s) are generally identifiable. Vocabulary is adequate but tends to be general rather than specific. Syntax is generally straightforward. Despite minor errors, the writer maintains control of conventions.
2	Limited: The exploration of the issue is incomplete or lacks depth. The discussion of the significance of the issue and its complexity is superficial and lacks development. The context established may be difficult to discern, indicating a vague or confused understanding of the issue.	4	Limited: The defence of position is based on simple assertions rather than on the development of supportive ideas or argument(s). If arguments are presented, they are of questionable logic or are repetitive, unspecific, contradictory, simplistic, or based on uninformed belief. The evidence chosen may be related to the issue under discussion but may be largely unrelated to any arguments made or to the position taken. The relationship between position, argument(s), and evidence may be difficult to determine.	4	Limited: The example(s) selected are unfocused or inappropriate, and reveal a limited understanding of content and its application to the assigned issue. The example(s) are potentially relevant but contain inaccuracies, extraneous detail, and/or are incompletely developed. Understanding of social studies content demonstrates confusion or oversimplification.	2	Limited: The writing lacks clarity and is ineffective. The writing is ordered in such a way that the argument(s) are contradictory or redundant. Vocabulary is inappropriate and/or imprecise. Syntax is awkward. Errors indicate a lack of control of conventions.
1	Poor: There is minimal exploration of the issue. Discussion of the significance of the issue and its complexity is disjointed, inaccurate, or vague. The context established is difficult or impossible to determine, indicating a minimal understanding of the issue. The preamble to the assignment has been copied without elaboration.	2	Poor: The position taken is hard to determine and/or little or no attempt is made to defend it. The student may have so misinterpreted the issue that the argument(s) and evidence presented are related to the position taken but are largely unrelated to the issue under discussion. The evidence chosen may be inappropriately applied to the development of any supporting argument(s) or to the position taken.	2	Poor: The example(s) selected are either irrelevant or so scant, over generalized, or inaccurate that they indicate a poor or almost complete lack of understanding of content and its application to the assigned issue. The example(s) contain major and revealing errors. The issue, has been so misunderstood that the selected example(s) are largely inappropriate for the issue under discussion.	1	Poor: The writing is frequently unclear. The writing is disorganized and leaves in doubt the student's intent. Vocabulary is inaccurate and/or imprecise. Syntax is uncontrolled and confuses the reader. Errors impede communication.